9-12 College and Career Readiness Consolidated Idaho Core (CCSS) Anchor Standard	Ninth-Twelfth	
Idaho Core (CCSS) Speech Standards	STANDARD	ANNOTATED
In order to meet the high demands for rigor and relevance of the new Idaho Core Standards, the Speech standards were reviewed on July 17, 2014 by a committee of experienced speech teachers from around the state of Idaho. The standards below consolidated pertinent Idaho Core Standards and constitute the minimum state requirements to meet the state standards for receiving a speech credit		

Comprehension and Collaboration		
CCRA.SL.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others" ideas and expressing their own clearly and persuasively.	**SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** **a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.** **b. Work with peers to promote civil, democratic discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), set clear goals and deadlines, and establish individual roles as needed.** **c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.** **d. Respond thoughtfully to diverse perspectives; summarize and synthesize comments, claims and evidence made on all sides of an issue; qualify and justify their own views and understanding and make new connections in light of the evidence and reasoning presented; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**	Upon completion of course, students will be accustomed to initiating and participating in group discussions that are persuasive and effective. Initiation of conversations may start by asking more questions, reflecting on something that happened to the student personally, or connecting to observations and other reading experiences. Oftentimes, teachers have to take an opposing view to help students question to promote different perspectives and help students engage in conversations of creative viewpoints. Eventually, after the teacher models these questions, students will be able to pose the questions themselves. Students will produce the desired result of persuading others to accept an individual viewpoint. To engage in effective and clear communication, students will: • Be prepared—read and identify relevant evidence from pertinent texts and other outside readings/experiences to support a point and actively engage in meaningful and well-reasoned conversation. • Work collaboratively with classmates—establish fair rules for discussion and the ability to present differing opinions with civility. Students need to have an idea of what a GOOD discussion is to make those rules--provide strong examples of collegial discussions so they may model their rules after these examples. Students will be able to promote the synthesis of evidence from all sides of the issue. • Keep conversation going—take smaller ideas and apply those to identify universal themes, engage less-vocal classmates in discussions through probing questions, and hold participants accountable for justifying their ideas. Students need to be able to identify when more information is needed to fully understand ideas and viewpoints.

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CCRA.SL.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.9-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Students will be able to integrate multiple and diverse sources of information. They need to understand what constitutes a reliable source and/or a questionable source to assist with problem solving and informed decision-making.
CCRA.SL.9-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence; assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Students will be able to evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to distinguish between statements of fact or statements of opinion, and identify fallacious reasoning. Students are moving from passive listeners to active participants as they begin to listen beyond simple reasoning. i.e. They will begin to ask, "What do I think of this speaker's stance?" or "What other tools does this speaker use to convince me of his/her point?"
Presentation of Knowledge and Ideas		
CCRA.SL.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.9-12.4 Present information, findings, and supporting evidence, conveying a clear concise and logical perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Students will consider the purpose, audience and task in both speaking and writing. Therefore the focus should be for students to present information in a clear and unmistakable point of view.
CCRA.SL.9-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.9-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Students will strategically use digital media at the highest level to demonstrate understanding of findings, reasoning, and evidence. Presentations should be professional looking and of varying types, in many formats or multi-layered.
CCRA.SL.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Students will continue to learn to speak to a variety of audiences and adapt their speech as necessary. The discussion of appropriate audience should take place so students understand that instant messaging, text abbreviations, and slang are inappropriate in most cases when presenting knowledge and ideas.

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Reading / Key Ideas and Details		
CCRA.R.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**R.9-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**	Students will use textual evidence that is convincing and complete to support their ideas. Citing from the text will include a formal citation and a verbal reference. Analysis should include inferred and literal meanings. Students will determine the difference between "strong evidence" and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. Their analysis will show they can derive understanding from details that are directly stated, as well as from those that are implied or inconclusive.
Writing / Production and Distribution of Writing		
CCRA.W.9-12.4 Produce clear and coherent writing in which the development,	**W.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations are found in Writing Standards 1-3)**	Students will produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's style, organization, and development of a topic.
Language / Vocabulary Acquisition and Use		
CCRA.L.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	Students will incorporate appropriate vocabulary into their modes of communication while demonstrating initiative to gather vocabulary that is necessary to understand while reading, writing, speaking, and listening. Specific focus will be provided on communication content terminology. i.e. interpersonal communication, rhetoric, non-verbal, small groups, etc.

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